

Analysis of the Readiness of Preservice Teachers in Implementing Teaching Practices



Elferida Sormin¹, Sumiyati², Bernadetha Nadeak³

^{1,2,3} Universitas Kristen Indonesia & Jakarta Indonesia

ABSTRACT: This research aims to analyze the readiness of students from the Chemistry Education Department to implement the Teaching Practices (PPL) program in 2023. This type of research is descriptive qualitative with a phenomenological research design. The research subjects were three Chemistry Education Department students who carried out PPL in 2023. The data collection techniques used were interviews and documentation. Data analysis techniques are done by data reduction, data presentation, and conclusion. The research results show that students in the Chemistry Education Department have pedagogical competency readiness in implementing the 2023 PPL program. In the learning process, students need to master the skills of opening and closing learning. For personality competence and social competence, all students of the Kinia Education Study Program are ready to implement it. Likewise, in terms of Professional and Social competence, five students from the Chemistry Education Department are in a good category. In other words, students have no obstacles in implementing these four competencies.

KEYWORDS: readiness; practical field experience; pedagogic competence; professional competence; personality competence; social competence

I. INTRODUCTION

National education is a system that regulates and determines the theory and practice of implementing education, has a foundation, and is imbued with national philosophy for the benefit of the Indonesian nation and state. Efforts to realize national ideals as stated in the preamble to the 1945 Constitution, which reads as follows: "To protect the entire nation and all of Indonesia's bloodshed and to advance the general welfare, educate the life of the nation, and participate in implementing world order based on independence, eternal peace, and social justice." Facing the challenges of this increasingly global era, the world of education must always be active in improving its competence in achieving quality education. One of the efforts is to prepare qualified teaching staff who will later be tasked with educating the younger generation. Preparation of teaching staff is of course, part of the duties of the Educational Personnel Education Institute (LPTK). Each Educational Personnel Educational Institution has a curriculum adapted to developments in science and technology and the needs of society. One of the curriculum implementations in question is the implementation of teaching practice in the field, in this case in schools, some known as Teaching Work Practices (PKM) or some use the name Field Experience Practices (PPL).

Teaching competency is an important factor to support the performance of prospective teachers in the actual field, including in the implementation of PPL. It is hoped that the teaching abilities of prospective teacher students can be honed holistically because it is also hoped that they can develop holistic learners. In Indonesia, there are regulations in determining teacher qualification standards in Law No. 14 of 2005 concerning teachers and lecturers, namely four competencies namely pedagogical competence, social competence, and personality competence. and professional competence. Thus, a student who takes part in practical field experience must already understand these four competencies and practice to actualize this understanding in practical learning in the classroom. The readiness of universities in the field of teacher education to form their graduates is very important because the fate and development of a nation is closely related to the quality of its education, which is determined mainly by the quality of its teaching staff. However, in the field of real practice, the expectations set by the standards are almost not met because there are various obstacles (Retnowati, 2020)

The Chemistry Education Department, Faculty of Teacher Training and Education, Indonesian Christian University in its curriculum, also applies Field Experience Practices (PPL), to be precise in semester VII with a total of 4 credits. The preparation of students from the Chemistry Education Department, Faculty of Teacher Training and Education (FKIP) at Indonesian Christian University in carrying out PPL has been arranged in a series of student lectures over the previous six semesters. Efforts that have been made to develop soft skills for students in the Chemistry Education Department include instilling good behavior in students who will later become prospective chemistry teachers during lectures, orderly administration of lectures, discipline, aspects of

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personal neatness and appearance, having a good personality, being able to think and act responsibly.

According to Sukmawati (2019), students' readiness level as prospective teachers is physically and mentally vital to mastering the material to be taught. As a teacher, you have an important role that can later improve the process and joint learning. A teacher with mature teaching readiness can increase his professionalism (Roisah, 2018). However, the problems in the field are still related to teachers' low teaching readiness. Based on the results of interviews conducted by the author during PPL activities at a private school in Jakarta in October 2022 with several teachers with questions related to making Learning Implementation Plans (RPP) for the learning process. From the results of these interviews, several teachers stated that the lesson plans that are usually used are lesson plans that are obtained by copying and pasting from teacher meetings in the region. This discussion is also strengthened by the results of observations, namely that the teacher's shortcomings in teaching can be seen through the implementation of learning evaluations where if a test is carried out, there are students who have not reached the Minimum Completion Criteria (KKM) who are only asked to do the same questions again as a form of remedial. If, during remediation, the students get a grade. If you are good, you are considered to have mastered the material, even though this is not necessarily true.

II. LITERATURE REVIEW EXPECTED TEACHER COMPETENCIES

Teachers are professional educators with the main task of educating, teaching, and evaluating students in early childhood education through formal, primary, and secondary education (Government Regulation No. 74 of 2008). Thus, teacher training is an essential determining factor for teachers' teaching practices' success in the field. Based on government regulations, there are at least four teacher competencies in Indonesia, namely Pedagogical Competency, Social Competency, Personality Competency, and Professional Competency.

Pedagogical Competence

Pedagogical competency is managing student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Government Regulation No. 19 of 2005). It is a set of authority, knowledge, abilities, and behavior that must be possessed, internalized, mastered, and actualized in carrying out professional duties as a teacher based on Law Number 14 of 2005 concerning Teachers and Lecturers. Authority fulfills administrative, technical, psychological, and physical requirements to become a teacher. Knowledge is the process of repeating and remembering teaching materials that teachers must master, and ability is the ability to capture, understand, appreciate, and demonstrate the teacher's skills in carrying out his teaching duties. According to Government Regulation No. 74 of 2008, there is an explanation of pedagogical competence which at least includes Understanding the insight or foundation of education, understanding students, developing curriculum or syllabus, learning design, implementing educational and dialogical learning, utilizing learning technology, evaluating learning outcomes, and developing participants students to actualize their potential.

Social Competence

According to Arikunto (1993), social competence means that teachers must have the ability to communicate socially with students, fellow teachers, school principals, and the community. Government Regulation no. 19 of 2005, the Explanatory Section of Article 28 paragraph (3) letter d defines social competence, namely the ability of teachers as part of society to communicate and interact effectively with students, education staff, parents or guardians of students, students, and the surrounding community.

Educational psychologist Gardner (1983) calls social competence interpersonal intelligence the ability to interact effectively with others. Sensitivity to the moods, feelings, temperaments, and motivations of others. Social competence is called interpersonal intelligence, namely the ability to interact effectively with other people. Sensitivity to the moods, feelings, temperaments, and motivations of others. It is one of the nine intelligences (logical, linguistic, musical, physical, spatial, personal, natural, existential) identified by Gardner.

Personality Competencies

According to the law on teachers and lecturers, teacher personality competencies are competencies related to the personality of a strong teacher who has a noble character and dignity and is a role model for students and has a noble character. Personal competency according to Republic of Indonesia Government Regulation no. 74 of 2008 at 1, east includes: a personality who is faithful and devout, has a noble character, is wise and prudent, is democratic, steady, authoritative, stable, mature, honest, sportsmanlike, is a role model for students and the community, evaluates one's performance objectively, and develop yourself independently and sustainably. According to Cece Wijaya, a teacher's abilities in the teaching and learning process are shown by the following indicators: stability; sensitivity to changes and updates; alternative thoughts before presenting learning material; fairness, honesty, and objective; discipline in carrying out tasks; tenacious and diligent in working; try to get a good job; sympathetic, flexible, wise, and simple in actions; and open, creative, and authoritative.

Professional Competency

In Government Regulation Number 19 of 2005, the explanation of Article 28 paragraph (3) letter c states that what is meant by professional competence is the ability to master learning material widely and in depth, which allows guiding students to meet the

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competency standards set out in the National Education Standards. Teacher is the teacher's ability to carry out his duties as an educator, including mastery of pedagogy, knowledge, methodology, management, and so on, reflected in performance in the educational environment. Based on Republic of Indonesia Government Regulation no. 74 Year 2008 Professional competence, namely the teacher's ability to master the fields of science, technology, and/or arts and culture, which at least includes mastery of 1) subjects broadly and in-depth in accordance with the program content standards of educational units, subjects and/or subject groups lessons taught; and 2) concepts and methods of relevant scientific, technological or artistic disciplines, which conceptually cover or are coherent with the educational unit program, subject and/or group of subjects to be taught.

The scope of teacher professional competence is as follows:

- a) Understand and be able to apply the foundations of education, both philosophical, psychological, sociological, and so on.
- b) Understand and be able to apply learning theories according to the student's level of development
- c) Able to handle and develop the field of study for which they are responsible d) Understand and be able to apply various learning methods
- d) Able to develop and use various tools, media, and relevant learning resources
- e) Able to prepare and implement learning programs
- f) Able to evaluate student learning outcomes h) Able to develop students' personalities.

That is the importance of professional competence in an educator so that educators can fulfill their duties and responsibilities well and carry them out well and professionally.

III. RESEARCH METHODOLOGY

This research is a qualitative descriptive study with a phenomenological research design. The data used in this research were obtained from interviews with tutors and students from the Chemistry Education Department who had implemented PPL in 2023. The data collection techniques used in this research were semi-structured interviews and documentation. The data analysis technique used the Miles and Huberman interactive model. This model begins with data reduction, data presentation, and conclusion (Sugiyono, 2012: 91). To check the correctness of the data, source triangulation was carried out

IV. RESULT AND DISCUSSION

The Teaching Practice Program (PPL) is a limited skills training that provides students with experience in 4 educational activities in the field. Research was conducted on students of the Chemistry Education Department who had carried out PPL. With this program, it is hoped that students or prospective teachers can become professional and highly dedicated teachers. In line with this, Mena, Hennisen, and Lougranh (2017) in their research stated that professional teaching experience will maximize learning. In this research, there are four competencies used by researchers to see how prepared the Chemistry Education Department FKIP UKI students are in implementing PPL 2023. The preparations referred to are as follows:

Pedagogical Competency Readiness

Pedagogical competence is a skill or ability that a teacher must master in looking at students' characteristics from various aspects of life, be it moral, emotional or intellectual. A teacher's pedagogical abilities can be seen in his ability to manage learning activities. Management of learning activities starts with how a teacher plans learning, as stated in the Learning Implementation Plan (RPP). The research results showed that the five students admitted and agreed that making lesson plans was very important in the series of learning implementations. "By making lesson plans by the teacher, the teacher indirectly gets a picture or idea of the students who will be taught, who then adjusts the learning techniques according to the character of the students for learning achievement, so that learning can be more organized, structured and directed and can be enjoyed. by students," explained the student. This is by research conducted by Anggraeni & Akbar (2018), which stated that the aim of making lesson plans is to ensure that learning becomes more focused and that the formulation of learning objectives that have been prepared can be achieved well. Carrying out or managing learning activities is the implementation stage of the program that has been created. Fun learning will increase students' enthusiasm and creativity. This aligns with research conducted by Mirzagitova and Akhmetov (2015), which states that pedagogical activities must be built so that the accent is shifted from teaching activities to activities based on student initiative and creativity. the reality of learning in class is not appropriate. Research conducted by previous researchers also gave the same results. Putri (2015) in her research stated that the conformity between the teaching flow written in the lesson plans and its implementation in the classroom in Japanese language subjects is basically by the learning objectives,; in practice, many activities are carried out with notes and are not carried out according to the flow in the implementation of the lesson plan (RPP). Overall, five students have the skills to open, carry out, and close learning well and in a structured manner. Although some still experience nervousness in class conditioning before starting learning. Apart from the opening and closing process, which is still not smooth, some students still have to practice time management so that the planned learning process can run from start to finish by delivering conclusions according to plan. According to Ojukwu (2014), conclusions are needed at the end of each lesson to reinforce the crucial things in the lesson to make it more meaningful for students. Implementing evaluation of learning outcomes is one component of teacher pedagogical competence. The research results show that students evaluate learning by giving tests. If the test results are unsatisfactory, students will review the

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material and then provide remediation for students whose scores have not reached the KKM. This is in line with Khakiim, Degeng, and Widiati (2016) in their research stating that the follow-up to learning evaluation is by implementing remedial measures for students who get poor evaluation results. Overall, it can be concluded that the Chemistry Education Department students have prepared pedagogical competence in implementing the PPL program in 2023. It's just that several parts must be underlined as in the learning process, where students need more practice to master the skills of opening and closing learning. This is where practical field experience or PPL is important for prospective teachers. Professional teaching experience will maximize learning (Mena et al., 2017).

Personality Competency Readiness

One of the competencies that a professional teacher must have is personality competency. Hakim (2015) stated that the factor contributing to improving teacher quality is the teacher's personality. The teacher's polite and attractive appearance is one of the scopes of this competency. By implementing the PPL program, students are required to appear polite and attractive like a natural teacher. In line with this, Coffey and Lavery (2015) stated that school internship programs provide real field experience and shape students' personality competencies and professional skills.

Based on the research that has been conducted, it can be said that students in the Chemistry Education Department already have ready personality competencies. All students have a polite and attractive appearance, like a teacher. Students have also displayed an authoritative attitude like a teacher, are responsible and responsive, and always obey the rules and regulations that apply at school. The personality shown by students while implementing the PPL program will influence students' personalities. In line with Hapsari and Widhianningrum (2016), who stated that the teacher's attitude will be an example for the students so that what is in the teacher, the students will follow. Because the teacher will be a role model for the students.

Social Competency Readiness

Social competency readiness in this research is seen from the relationship between students and the school community and the activities that students participate in apart from teaching and learning activities in class. Based on the research that has been conducted, students state that they can interact with the school community well. This is proven by the activities they participate in in the school environment they participate in in the school environment. followed by students. Students also stated they did not struggle with the school community. In contrast to research conducted by Hartono, Tukidi, and Santoso (2016), students still felt nervous when facing and talking directly with people they had just met. From the research results above, it can be concluded that students in the Chemistry Education Department have social competency readiness. The tutor teacher also conveyed the same thing. Students do not have problems communicating with the school community. Even with activities held inside and outside the school. Students can adapt well and participate in activities organized by the school and community. The activities that students participate in build students' social competence. This aligns with research conducted by Zinsser, Shewark, Denham, and Curby (2014), which states that social competence is relevant to teachers' work experience. The more experience a teacher gains while working, the better the teacher's social skills will be. This is in line with the programs in the Chemistry Education Department, which train students' soft skills, such as being active in organizations, carrying out various academic and non-academic activities, involving students in research activities, and community service. In this way, students are trained and accustomed to interacting with each other and the community environment, are not awkward, and can manage an activity until it is carried out.

Professional Competency Readiness

The results of the research show that almost all students of the Chemistry Education Department have mastered all the material that will be taught to students where students are allowed to practice teaching in classes X and for class X material," explained the tutor. This is by the criteria as a prospective professional teacher where students can master the learning material more maturely than students and can provide understanding to students well. Hakim (2015), in his research, explains that teachers' professional competence can be seen from their mastery of teaching materials and their ability to master concepts linked to other sciences. However, apart from mastering the material, the selection and presentation of learning material must be adjusted to students' development level. Thus, the preparedness of students' professional competence in the Chemistry Education Department, especially in mastering teaching material, is already in the good category but must continue to be improved.

CONCLUSION

Based on the research results and discussion, the following conclusions can be drawn and refer to the problem and objectives. Students in the Chemistry Education Department already have pedagogical competency readiness in implementing the 2023 PPL program. In the learning implementation process, students need to master the skills of opening and closing learning. For personality competence and social competence, all students of the Chemistry Education Department are ready to implement it. Likewise, in terms of Professional and Social competence, five students from the Chemistry Education Department are in the good category. In other words, students have no obstacles in implementing these four competencies.

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